DOCUMENT RESUME

ED 365 054 EC 302 679

AUTHOR	Servatius, Joanna Dee; And Others
TITLE	Schools Are for All Kids: The Leadership Challenge. Participant's Manual. Revised.
INSTITUTION	San Francisco State Univ., CA. California Research Inst.
SPONS AGENCY	Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE	Apr 92
CONTRACT	G0087C3056-88
NOTE	87p.; For related materials, see EC 302 677-678.
PUB TYPE	Guides - Classroom Use - Teaching Guides (For Teacher) (052)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Disabilities; Educational Change; Educational Cooperation; Elementary Secondary Education; Inservice Education; Instructional Design; *Leadership; *Mainstreaming; Postsecondary Education; *Program Development; School Administration; *School Restructuring; Self Evaluation (Individuals); *Severe Disabilities; Social Integration; Student Needs; Teamwork; Values
IDENTIFIERS	Multiple Intelligences

ABSTRACT

This participant's manual provides local educational agency/district teams of instructional leaders a way of examining their personal beliefs and values, developing a more inclusionary perspective, and gaining skills for creating schools that work for all students including those with severe disabilities. Team participation is emphasized as administrators, staff, and parents collaboratively develop a vision of all children learning together and a plan for including all students in their neighborhood schools with the instructional adaptations and supports needed to enable each to flourish. The first section of the participant's manual establishes a vision of what integrated programs can be, examines the concept of multiple intelligences, and considers how some schools have successfully integrated their programs. Section II presents the characteristics and needs of three individual learners and calls for participants to plan reasonable classroom participation for each. The third section simulates the planning of a restructured school with a fully integrated program, and emphasizes the implications for leadership strategies. The final section discusses how change occurs in schools and how to address the differing levels of concern of school team members as they plan for further integration. The manual contains group and individual learning activities, discussion questions, and case studies. (A bibliography accompanies each section.) (JDD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 365 054

SCHOOLS ARE FOR ALL KIDS:
THE LEADERSHIP CHALLENGE

PARTICIPANT'S MANUAL

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Sponsored by:

The California Research Institute
A Federally Funded Research and Technical Assistance Project on the Integration of Students with Severe Disabilities

Written by:

Joanna Dee Servatius
Chair, Dept. of Educational Leadership
California State University, Hayward

Meredith M. Fellows
Consultant
Effective Instruction & Supervision

Dotty Kelly
Technical Assistance Coordinator
California Research Institute

Consultants:

Meredith Fellows
Effective Instruction & Supervision

Blair Roger
Integrated Services for School, Community, & Work

For further information, contact:

The California Research Institute
14 Tapia Drive, San Francisco, CA 94132
(415) 338-2959

This program was developed by the California Research Institute, funded by the Office of Special Education and Rehabilitation cooperative agreement number G0087C3056-88. The information presented herein does not necessarily reflect the position or policy of the United States Department of Education and no official endorsement should be inferred.

Revised 4/92

EC 302679

BEST COPY AVAILABLE

Acknowledgements

A number of people were instrumental in the development and implementation of this program SCHOOLS ARE FOR ALL KIDS: THE LEADERSHIP CHALLENGE. We would like to recognize the following individuals for their contributions:

Consultants and Presentors:

Joanna Dee Servatius, Ed.D.	California State University, Hayard
Meredith M. Fellows, Consultant	Effective Instruction & Supervision, San Diego, CA

Advisory Task Force Members:

Ann Halvorsen	PEERS Project, CA State Dept. of Education
Lynn Smithey	PEERS Project, CA State Dept. of Education
Valerie Pitts-Conway	Santa Cruz County Office of Education
Dru Stainback	San Diego State University
Steve Ludwiczak	Solana Vista School, Solana Beach, San Diego
Kathryn Haring	California Research Institute, San Francisco State Univ.
Dotty Kelly	California Research Institute, San Francisco State Univ.
Carole Roberds	Alameda High School, Alameda Unified School District
Fred Hanson	Special Education, CA State Dept. of Education
Susan Kwock	Special Education, San Francisco Unified School District
Nona Kirk	Yolo County Office of Education; SELPA Directors Rep.
Jack Fleck	Special Education, San Diego Unified School District

Support Services:

Swift Pense	San Francisco State University
Elizabeth Waiters	San Francisco State University
Jill Kelly	7th grader, Shawe Memorial H.S., Madison, IN
Jeanne Hill	San Francisco State University
Harvey Koka	San Francisco State University
Barbara Siefried	Special Ed. Dept.,CA State Dept. of Education
Ramona Lopez	San Francisco State University
Anarose Schelstrate	San Francisco State University
ACSA Support Staff	Burlingame Office

Other:

Ray Garubo	ACSA Consultant, Professional Development
"Pete" Petersdorf	ACSA Director, Professional Development
Rupert Asuncion	ACSA Secondary School Principals Committee
W. Alan Stephenson	ACSA Elementary Administration Committee
Steve Minjarez	ACSA Special Education Committee
Steve Johnson	CA State Dept. of Education
Mary Falvey	California State University, Los Angeles
Tom Neary	PEERS Project, CA State Dept. of Education
August Scornaienchi	Alameda County Office of Education

A special thanks goes to all of the field test participants who provided a variety of constructive suggestions and the context for a powerful and effective group process.

Welcome Letter

To: Participants

From: Dotty Kelly, California Research Institute,
Technical Assistance Coordinator

RE: **Schools Are For All Kids: The Leadership Challenge**

The **California Research Institute** (CRI) is a five year (1987-1992) cooperative agreement funded by the Office of Special Education and Rehabilitation Services, Office of Special Education Programs (OSEP), Severely Handicapped Branch, Washington, D.C. The focus of CRI is to conduct research and provide technical assistance to states on the integration of students with severe disabilities in regular schools. This model program has been developed in response to a national needs assessment and is based on current related research.

The **mission of this program** is to provide local educational agency/district teams of instructional leaders (superintendents, school board members, school principals, special education directors, curriculum specialists, and parents) a way of examining their personal beliefs and values, developing a more inclusionary perspective, and gaining the skills for creating schools that work for all kids.

With team participation it will be possible for key administrators, staff and parents to collaboratively develop a vision of all children learning together and a plan for including all students in their neighborhood schools with the instructional adaptations and supports needed to enable them each to flourish.

Table of Contents

Schools Are For All Kids: The Leadership Challenge
A Program for School Leaders

SECTION I – MOVING TOWARD EQUAL ACCESS	PAGE
SAFAK Program Objectives	v
Introduction and Section Objectives	1-1
Attribute Activity	1-2
Video: The Vision	1-3
The Path to Full Inclusion	1-5
Self-Assessment	1-10
Reading: Multiple Paths to Educational Effectiveness	1-12
Jigsaw Activity	1-17
Video and Discussion: Regular Lives	1-26
Bibliography	1-27

SECTION II – CURRICULUM AND INSTRUCTION FOR ALL KIDS	
Introduction and Objectives	2-1
Game: The Search for The Local School	2-2
4 Corners Grouping Strategies	2-3
Grouping Strategies: Summary Activity	2-13
Define Core Curriculum	2-14
Including Students with Disabilities in General Education Classrooms	2-15
Bibliography	2-21

SECTION III – SCHOOLS THAT WORK FOR EVERYONE	
Introduction and Objectives	3-1
Round Table Review	3-2
Restructuring Simulation	3-3
Leadership Strategies: Video and Activity	3-10
Bibliography	3-14

SECTION IV – PLANNING FOR CHANGE	
Introduction and Objectives	4-1
Lecturette: The Change Process	4-2
Analysis: Stages of Concern	4-3
Team Planning	4-10
Evaluation	4-13
Bibliography	4-14

Additional Readings

I. ARTICLES ON RELATED TOPICS

1. Meeting the Needs of All Students (Servatius, Fellows, & Kelly)
2. The Kaleidoscope: Challenge to the Cascade (Forest & Lusthaus)
3. We Must Offer Equal Access to Knowledge (Goodlad & Oakes)
4. Integrating the Children of the Second System (Wang, Reynolds, & Walberg)
5. The Integration Challenge (Halvorsen)
6. Beyond Separate Education: The Comprehensive Local School Model (Sailor)

II. RESOURCES IN THE FIELD

1. Best Practice Guidelines for Students with Intensive Educational Needs (Statewide Project at the Center for Developmental Disabilities, Burlington, Vermont)
2. Inclusive Education Project (Syracuse City School District & Syracuse University, New York)
3. Developing & Nurturing Commitment to Personal & Organizational Change (L. Rowe, Asst. Superintendent, Johnson City School District, New York)
4. New Mexico State Department of Education Administrative Policy on Full Inclusion (A. Morgen, State Superintendent of Public Instruction)

III. PRINT AND MEDIA

1. Four Powerful Tapes on Integration (TASH)
2. "With a Little Help From My Friends" Videotape (Forest)
3. Integrated Education for Learners with Severe Disabilities: Print and Media Resources (Institute on Community Integration)
4. What's New... Resources on Full Inclusion (California Research Institute)

PROGRAM OBJECTIVES

SCHOOLS ARE FOR ALL KIDS
The Leadership Challenge
Level I Training

Participants will:

1. Increase instructional leaders' awareness of principals regarding the universal advantages of integrating students with mild to severe disabilities into their school sites.

2. Develop the commitment to the concept of equal access to learning for all students.

3. Identify new roles for special and general educators as instructional leaders for all kids.

4. Develop plans to implement integrated programs in home schools.

5. Increase their knowledge of effective practices, models and resources for implementing the integration of students with mild to severe disabilities into their home schools.

6. Identify specific strategies for team-building and developing collaboration between general and special educators and parents to ensure that all students meet their educational goals and objectives in the least restrictive environment.

7. Identify curricular and instructional adaptations for the delivery of effective programs for all students.

8. Identify strategies specific to the development of their school site plan for restructuring special and general education service delivery to provide quality education for all children.

9. Increase their knowledge of systems change and strategies for facilitating personal and organizational growth.

10. Increase commitment and identify strategies to develop schools and classrooms with a sense of community, a belief that everyone belongs, is welcomed and has gifts and talents to offer.

Section I
Moving Toward Equal Access

Introduction

When one considers the fact that an average of 4.5 million students are enrolled in special education programs nationwide and adds those covered by Chapter I, migrant education, bilingual education, it is clear that an entire second system of education exists. Many educators are concerned that children served by this second system are provided equitable access to quality education.

This section establishes a vision of what integrated programs can be. You will examine rationale for schools which integrate all children and begin to consider how to move further toward this goal.

Objectives:

1. Describe a vision for establishing an inclusive society.
2. Identify 7 different types of intelligence as an alternative way of describing individual differences.
3. Construct a path of school placement practices and identify where your school is along that path.
4. Consider how some schools have successfully integrated their programs.

Attribute Activity

Preparation

Arrange items from your pockets, purses and briefcases face-up in the center of the table in front of your group. All members of the group need to sit close enough to see and participate in the activity.

Activity

(Attributes commonly describe color, size, shape, form, or function.)

1. Ask the first person in the group to look at the assembled items and select a sub-set of those things sharing one common attribute (things that write, round things, plastic things...). It is important that all items sharing that particular attribute are included in the group. The group is then identified by that common attribute. Person One keeps this group of items. They are not returned to the center of the table.

2. Ask the next participant to think of a different attribute shared by some of the items which remain in the center of the table. That person makes a sub-set according to the new attribute and labels that group. And so forth, around the table, until time is called or there are too few items left.

Discussion Questions

1) What happened when, once selected out for a particular attribute, an item was not returned to the center of the table? How does this relate to segregated schools?

2) Do you see any analogy to "pull out" programs?

3) Do you see any analogy to the local school's placement decisions when some of its neighborhood children attend separate facilities for disabled kids?

4) What are the implications for fully integrated schools? For an inclusive society?

The Vision

Think about Judith Snow's theory that an inclusive society can only come about if schools include all kids. Do you agree? If so, why? What is your vision of schools that really work? Do a "quick write" in your journal.

"INCLUSION" FOR CARLA

1. Each participant should read the description of the structured interview with Carla's parents.

2. Please number off 1–8 around your table (some people might have more than one number).

3. In your group, discuss the merits and the problems of the placement matching your number. Keep discussing until all eight have been considered.

4. Think about what placement decision would probably be made for Carla in <u>your</u> school or district. Which would it likely be?

The Path to Full Inclusion

The following information was gathered in an informal group interview between school personnel and Carla's parents.

1. What is Carla's history?

   The first question is meant to give everyone a picture of what has happened in Carla's life. They were asked to summarize the key milestones that made an impact on the student's life and how they have affected the child's schooling. For example, one key period in Carla's life occurred when she was hospitalized for about a year and not expected to live. Someone from the family was with her day and night which affected Carla's ability to be without her mother once she went back to school.

2. What is your dream for Carla as an adult?

   Parents of children with handicaps have often lost their ability to dream. They haven't had the opportunity to really think about what they want most for their children. This question restores their ability to have a vision based on what they really want rather than what they think they can get. Carla's parents said they wanted her to go to high school with her brothers, to get a job, and one day to live with some friends in the community.

3. What is your nightmare?

   The nightmare makes explicit what is implicit in the heart of every parent of a child with a handicap. The Barabadoros said, "We're afraid Carla will end up in an institution, work in a sheltered workshop and have no one when we die."

4. Who is Carla?

   The next question was meant to begin a general brainstorming session on who Carla is, no holds barred. The facilitator asked everyone to go around the circle and give words until all thoughts were exhausted. This how Carla's "who" question was answered:

   12 years old
   lives with mom and dad
   has two brothers
   loves touch and warmth
   playful
   inquisitive
   small
   dependent

fun to be with
smiling
lively
happy
aware
has a sense of humor
pulls her hair
speaks in some words and sentences
sings la la la
very good memory
temperamental
has her own way of communicating
wants to be involved
a real personality
stubborn

The facilitator then asked the parents to circle three words they felt best described Carla. Mrs. Barabadoro circled happy, temperamental and real personality. Mr. Barabadoro circled aware, memory and small. One of the teachers circled temperamental, small and memory. The students circled personality, small and lively.

From the above we get a picture of an individual. Rule: no jargon, no labels, just describe how you see the person. A person emerges who is unique and different from anybody else.

5. What are Carla's strengths, gifts and talents?

All too often we focus on what a person's weak areas are. Many parents have problems with this, as they have been focussing on negatives for so long. This switches the tables and tide to the positives. Here's how Carla's group responded:

she's a real personality
she has a good memory
she loves people
she's a good communicator
she talks a lot
she has a loving family
she's persistent
she's inquisitive
she's daring
she loves music

The facilitator then focussed the group on what things Carla can do:

she can follow directions
she can walk at a reasonable rate
she runs
she dresses herself
she undresses herself -- with a little help
she eats by herself
she can turn on the VCR
she can use tapes on her own
she can use the tape recorder
she washes her hands
she brushes her teeth

At this point many of the group were surprised to hear all the things Carla can do. The facilitator then gave a homework assignment. The parents were to go home and sit down with Carla's brothers and write down the things Carla can do independently, and also what she can do with some assistance. Carla's relatives, especially a close aunt and her grandmother, were to do another list and so were the teachers and students at the school. Everyone was to bring these lists to the nest meeting.

6. What are Carla's needs?

Needs vary depending on who is defining them, so the facilitator divided the group to get a variety of points of view from those present. Here is how Carla's group saw things:

NEEDS according to parents:

Carla needs a communication system
she needs a way to express feelings and emotions
she needs to be independent
she needs self-motivation in starting things she cannot do
she needs to stop pulling her hair
she needs friends at home and at school

NEEDS according to the grade 7-8 students present:

she needs to be with her own age group
she needs to feel like one of the group
she needs to wear teenage clothes
she needs goop on her hair
she needs to have her ears pierced
she needs a boyfriend

NEEDS according to the teachers (these were in agreement with the parents, plus):

she needs to fit in and be part of the group.

We summarized that, according to everyone, there were were four main needs:

1. Carla needs friends at home and at school.
2. Carla needs a communication system. To begin to define this, we need to know how she communicates. Everyone (parents, teachers and students) will do homework and describe how Carla communicates.
3. Carla needs to learn to be more independent.
4. Carla needs to stop pulling her hair.

Excerpted From: Forest, Marsha, & Lusthaus, Evelyn, "The Kaleidoscope: Challenge to the Cascade."

Possible Placement Decisions for Carla

1. Carla is assigned to attend a school for severely mentally retarded youngsters.

2. Carla is assigned to attend a Special Day class for children who are severely retarded which is located at a nearby elementary school and operated by a county intermediate agency.

3. Carla is assigned to attend a self-contained Special Day class for children who are severely retarded on the campus of her local middle school.

4. Carla is assigned to attend the Special Day class for children who are severely retarded on the campus of her local middle school; she participates in recess and lunch with her non-handicapped peers.

5. Carla is assigned to attend the Special Day class for children who are severely retarded on the campus of her local middle school; she participates in recess, lunch and a music class with her non-handicapped peers.

6. Carla is assigned to a regular 7th grade schedule with a full-time aide and is "pulled out" from time to time for instruction in the Special Day class.

7. Carla is assigned to a regular 7th grade schedule with a part-time aide.

8. Carla is assigned to a regular 7th grade schedule and her teachers are given special consulting/planning assistance from special education specialist.

Self-Assessment: The Theory of Multiple Intelligences

Where does your true intelligence lie? This quiz will tell you where you stand and what to do about it. Read each statement. If it expresses some characteristic of of yours and sounds true for the most part, jot down a "T." If it doesn't, mark an "F." If the statement is sometimes true, sometimes false, leave it blank.

1. _____ I'd rather draw a map than give someone verbal directions.
2. _____ I can play (or used to play) a musical instrument.
3. _____ I can associate music with my moods.
4. _____ I can add or multiply quickly in my head.
5. _____ I like to work with calculators and computers.
6. _____ I pick up new dance steps fast.
7. _____ It's easy for me to say what I think in an argument or debate.
8. _____ I enjoy a good lecture, speech or sermon.
9. _____ I always know north from south no matter where I am.
10. _____ Life seems empty without music.
11. _____ I always understand the directions that come with new gadgets or appliances.
12. _____ I like to work puzzles and play games.
13. _____ Learning to ride a bike (or skates) was easy.
14. _____ I am irritated when I hear an argument or statement that sounds illogical.
15. _____ My sense of balance and coordination is good.
16. _____ I often see patterns and relationships between numbers faster and easier than others.
17. _____ I enjoy building models (or sculpting).
18. _____ I'm good at finding the fine points of word meanings.
19. _____ I can look at an object one way and see it turned sideways or backwards just as easily.
20. _____ I often connect a piece of music with some event in my life.
21. _____ I like to work with numbers and figures.
22. _____ Just looking at shapes of buildings and structures is pleasurable to me.
23. _____ I like to hum, whistle and sing in the shower or when I'm alone.
24. _____ I'm good at athletics.
25. _____ I'd like to study the structure and logic of languages.
26. _____ I'm usually aware of the expression on my face.
27. _____ I'm sensitive to the expressions on other people's faces.
28. _____ I stay "in touch" with my moods. I have no trouble identifying them.
29. _____ I am sensitive to the moods of others.
30. _____ I have a good sense of what others think of me.

Scoring Sheet

Place a checkmark by each item which you marked as "true." Add your totals. A total of four in any of the categories A through E indicates strong ability. In categories F through G a score of one or more means you have abilities in these areas as well.

A Linguistic	B Logical-Mathematical	C Musical	D Spatial	E Bodily-Kinesthetic	F Intra-personal	G Inter-personal
7 _____	4 _____	2 _____	1 _____	6 _____	26 _____	27 _____
8 _____	5 _____	3 _____	9 _____	13 _____	28 _____	29 _____
14 _____	12 _____	10 _____	11 _____	15 _____		30 _____
18 _____	16 _____	20 _____	19 _____	17 _____		
25 _____	21 _____	23 _____	22 _____	24 _____		
Totals:						
_____	_____	_____	_____	_____	_____	_____

Reading
Multiple Paths to Educational Effectiveness

Jamie, a shy but cheerful child, is playing alone in the reading corner of his kindergarten classroom, where he is engrossed in one of his many favorite books. As he leafs through its pages, Jamie softly chants songs in which he invents elaborate stories of his own about the different pictures he encounters in the book. The rich language that Jamie spontaneously produces to himself and to others during free play in the classroom is not to be found at storytelling time. Instead, he quietly watches as other children offer their ideas. And, later, during the structured reading and writing time consisting of repetition drills and letter copying, the child who earlier in the day was so intently examining a book is easily distracted and becomes quickly frustrated.

As the year progresses, Jamie's reading and speech appear to his teacher to lag increasingly behind the other children in his class. Consequently, she decides to refer Jamie to the school psychologist for psychoeducational assessment. He is given the Wechsler Intelligence Scale for Children. The examiner is a stranger to Jamie, the testing takes place in a room in which Jamie has never been before, and it focuses primarily on his verbal and logical skills. During the 1/2 hour test, Jamie is asked such questions as: "Why do we wear shoes?" and: "In what way are a pencil and crayon alike?" Additionally, he is asked to complete a series of mazes, to solve arithmetic problems, and to copy different geometric and block designs.

Afterward, the examiner analyzes Jamie's answers and determines a number that quantifies his "intelligence." It is safe to say that this resulting intelligence quotient, based on verbal and logical skills, does not adequately represent Jamie's full range of abilities. The rich vocabulary and complexity of sentence structure that Jamie demonstrates through his chosen form of expression, singing, seldom surface during the more formal activities in the familiar classroom. It is not surprising, then that Jamie's performance on this standardized test, administered by a stranger and without any reference to music or musical ability, is far below the norm.

In the ensuing conference, the examiner explains to Jamie's parents that their son produced a subnormal score on the test, and that it would be wise to conduct further tests to determine his eligibility for special education services. Several standardized tests later, it is concluded that Jamie is "learning disabled." A course of education is prescribed for the child who is non classified as "mildly handicapped;" Jamie will go to special and separate rooms to learn with other "special needs children." *Tragically, the only thing special about the education Jamie will probably receive is that it will revolve around especially small expectations that perpetuate minimal academic achievement* (Granger & Granger, 1986). If Jamie is lucky, he will pass through the educational system with moderate success. But if Jamie is like many of the 4.37 million children enrolled in special education classes in the United States, *he may find himself locked into a cycle of learning failure that will affect the course of his educational career, his resulting self-concept, and ultimately, his future as a productive member of society* (Armstrong, 1987; Coles, 1988; Gartner & Lipsky, 1987).

The Inadequacy of Current Classification Systems

The circumstances that lead children like Jamie to be classified as "learning disabled" are not readily justified. Rather than accurately describing his profile of skills and deficits, they may well reflect serious conceptual and practical problems with the current system of classifying children. The problems begin with the classification "learning disabled," an ill-defined and poorly conceptualized term that is used to characterize a vast number of children who are unsuccessful in school. One interpretation of "learning disabled" is that children's learning difficulties find their source somewhere as yet undetermined in the brain. The term also connotes psychological or social causes, such as emotional disturbance or ill-treatment at home, that might explain why a child is experiencing academic problems. Although there do exist children with neurological problems, as well as children who experience learning difficulties for psychological reasons, the fact that millions of school children are classified as having "minimal neurological dysfunction" calls the classification into question (Armstrong, 1987; Coles, 1988; Ysseldyke & Algozzine, 1983; Ysseldyke, Algozzine, Richey, & Graden, 1982; Ysseldyke, Thurlow, et al., 1983).

The inadequacies of current classification practices, however, go beyond the conceptual problem of defining "learning disabled." Experts indicate that the instruments used to classify children are often inappropriate and, even worse, are of questionable reliability and validity (Salvia & Ysseldyke, 1987; Sattler, 1988; Ysseldyke, Algozzine, Regan, & Potter, 1980). Moreover, studies have shown that those who administer the tests and make placement decisions are often not knowledgeable enough to interpret the results appropriately (Davis & Shepard, 1983; Gartner & Lipsky, 1987; Ysseldyke & Algozzine, 1983; Ysseldyke, Algozzine, & Epps, 1983; Ysseldyke, Thurlow, et al., 1983).

In the present authors' view, the inadequacy and misapplication of assessment may reflect another order of difficulty as well. We question the theoretical basis on which the learning disabled literature and its classification system are founded. All too often the assumption is made that there is a certain form of ability, or intelligence, on which all children can be readily compared, and that children can be reliably rank ordered in terms of intellectual power. In the following pages we explore an alternative view of intelligence and assessment, one that challenges the idea that a child's intellectual capacities can be captured in a single intelligence quotient, and one that seeks to view productively the difference in children's abilities and proclivities.

The Theory of Multiple Intelligences

Traditionally, intelligence has been conceptualized as a single overall construct that encompasses all cognitive processes of significance, one that changes very little with age and experience, and that can be adequately summarized as a single metric unit. The notion of the mind as a quantifiable faculty has spawned the vast collection of intelligence tests and short-answer instruments that are designed

to be administered and scored within a brief time. These instruments yield cognitive behavioral profiles; however, the information they elicit is largely dependent on the restrictions of the particular tests. For example, individual standardized tests typically involve responding to rapid-fire questioning asked in a setting remote from familiar and comfortable surroundings. Such testing conditions tend to highlight areas of weakness rather than locate areas of strength.

Perhaps most strikingly, intelligence tests also primarily highlight only two kinds of tasks: those requiring linguistic skill and those requiring skill in logical problem solving. An individual who has relatively developed linguistic and logical capacities should succeed on these tasks; an individual with significant limitations in one or both of these areas will perform poorly. This emphasis on logical and verbal abilities has traditionally characterized the Western view of cognition and intelligence, and is a bias commonly associated with both psychological and educational settings.

Many educators and scientists, along with much of the lay public, still subscribe to this view of intelligence. Even so, the articles of faith upon which it was founded have undergone searching critiques in recent years. Part of the critique has simply involved a recognition that particular mental processes, like learning and memory, are far more complicated and multifaceted than had generally been held. Another critique has proposed that the mind is itself composed of different modules or "intelligences," each of which operates according to its own principles. As a frequent corollary, it is held that power one intellectual domain holds little if in any predictive value for power other intellectual domains -- thus the notion of a unidimensional intelligence makes dubious scientific sense. Continuing in this vein, Howard Gardner, the second author of this chapter, has presented a theory of multiple intelligences known as MI-theory (1983) that contests the existence of a single intelligence or of general intellectual operations. Instead of accepting the notion of intelligence as a single entity, no matter how simple or complicated, Gardner posits the existence of several separate families of abilities. According to the theory, intelligence is not adequately captured by the ability to answer items on standardized tests. Instead, the scientific investigation and the educational evaluation must move beyond the stereotypical pupil abilities that happen to be valued in the West to encompass a broader range of abilities.

A New Definition of Intelligence

Gardner redefines intelligence as the ability to solve a problem or to fashion a product in a way that is considered useful in one or more cultural settings. Armed with this definition, Gardner sets up a number of criteria for what counts as a human intelligence. The evidence on which he draws comes from numerous disparate sources: knowledge about the breakdown of cognitive capacities under different forms of brain damage, for example, and the existence of isolated capacities in "special" populations, such as prodigies, idiot-savants (sic)*, and autistic children.

---

* This term is now considered pejorative, but is used as it was by the original author. This program supports the use of dignified language.

He also draws on the scattered evidence obtained from studies of cognition in diverse species, from psychometric correlations, and from studies of training and generalization of skills (Gardner, 1987).

Weaving together these many lines of evidence, Gardner arrived at seven candidate intelligences: linguistic, musical, logical-mathematical, spatial, bodily-kinesthetic, interpersonal, and intrapersonal. It is important to stress that these seven intelligences should not be interpreted as the only acceptable candidates. Most, if not all, of the intelligences harbor several separate skills, and careful analysis can be readily conducted in order to identify a yet richer spectrum of intellectual facilities. The nomination of these seven different intelligences is most crucially intended to support the notion of a plurality of intelligence, rather than to insist on the absolute priority of the particular intelligences cited thus far (Gardner, 1987b).

From: Goldman, Jennifer & Gardner, Howard (1989). Multiple paths to educational effectiveness. In D. Kerzner & A. Gartner, Beyond separate education. Paul H. Brookes.

Discussion Questions

1. In what ways do labels limit us?

2. Is "intelligence' really culturally based?

3. Do we need different ways to view intelligence?

Jigsaw Activity

A. Linguistic Intelligence

At the age of ten, T.S. Eliot created a magazine called "Fireside" to which he was the sole contributor. In a three-day period during his winter vacation, he created eight complete issues. Each one included poems, adventure stories, a gossip column, and humor. Some of this material survives and it displays the talent of the poet (see Soldo, 1982).

As with the Logical Intelligence, calling linguistic skill an "Intelligence" is consistent with the stance of traditional psychology. Linguistic Intelligence also passes our empirical tests. For instance, a specific area of the brain, called "Broca's Area," is responsible for the production of grammatical sentences. A person with damage to this area can understand words and sentences quite well but has difficulty putting them together in anything other than the simplest of sentences. At the same time, other thought processes may be entirely unaffected.

The gift of language is universal, and its development in children is strikingly constant across cultures. Even in deaf populations where a manual sign language is not explicitly taught, children will often "invent" their own manual language and use it surreptitiously! We thus see how an Intelligence may operate independently of a specific input modality or output channel.

From: Walters, J. & Gardner, H. (1985). The development and education of intelligences. In: Essays on the intellect. Alexandria, VA: The Association for Supervision and Curriculum Development.

B. Logical - Mathematical Intelligence

There are two essential facts which underlie Logical-Mathematical Intelligence. First, in the gifted individual, the process of problem solving is often remarkably rapid -- the successful scientist copes with many variables at once and creates numerous hypotheses that are each evaluated and then accepted or rejected in turn.

Secondly, Logical-Mathematical Intelligence is nonverbal in nature. A solution to a problem can be constructed before, it is articulated. In fact, the solution process may be totally invisible, even to the problem solver. This need not imply, however, that discoveries of this sort -- the familiar "Aha!" phenomenon -- are mysterious, intuitive, or unpredictable. The fact that it happens more frequently to some people (perhaps Nobel Prize winners) suggests the opposite. We interpret this as the work of the Logical-Mathematical Intelligence.

Along with companion skill of language, logical-mathematical reasoning provides the basis for IQ tests. This form of Intelligence has been heavily investigated by traditional psychologists, and it is the archetype of "raw intelligence" or the problem-solving faculty that purportedly cuts across domains. It is perhaps ironic, then, that the actual mechanism by which one arrives at a solution to a logical-mathematical problem is not as yet properly understood.

This Intelligence is supported by our empirical criteria as well. Certain areas of the brain are more prominent in mathematical calculation than others. There are idiots savants (sic)* who perform great feats of calculation even though they remain tragically deficient in most other areas. Child prodigies in mathematics abound. The development of this Intelligence in children has been carefully documented by Piaget and other psychologists.

Adapted from: Walters, J. & Gardner, H. (1985). The development and education of intelligences. In: Essays on the intellect. Alexandria, VA: The Association for Supervision and Curriculum Development.

---

* This term is now considered pejorative, but is used as it written by the original author. This program supports the use of dignified language.

C. Musical Intelligence

When he was three years old, Yehudi Menuhin was smuggled into the San Francisco Orchestra concerts by his parents. The sound of Louis Persinger's violin so entranced the youngster that he insisted on a violin for his birthday and Louis Persinger as his teacher. He got both. By the time he was ten years old, Menuhin was an international performer (Menuhin, 1977).

Violinist Yehudi Menuhin's Musical Intelligence manifested itself even before he had touched a violin or received any musical training. His powerful reaction to that particular sound and his rapid progress on the instruments suggest that he was biologically prepared in some way for that endeavor. In this way evidence from child prodigies supports our claim that there is a biological link to a particular Intelligence. Other special populations, such as autistic children who can play a musical instrument beautifully but who cannot speak, underscore the independence of Musical Intelligence.

A brief consideration of the evidence suggest that musical skill passes the other tests for an Intelligence. For example, certain parts of the brain play important roles in perception and production of music. These areas are characteristically located in the right hemisphere, although musical skill is not as clearly "localized," or located in specifiable areas, as language. Although the particular susceptibility of musical ability to brain damage depends on the degree of training and other individual differences, there is clear evidence for "amusia" or loss of musical ability.

Music apparently played an important unifying role in Stone Age societies. Birdsong provides a link of other species. Evidence from various cultures supports the notion that music is a universal faculty. Studies of infant development suggest that there is a "raw" computational ability in early childhood. Finally, musical notation provides an accessible and lucid symbol system.

In short, evidence to support the interpretation of musical ability as an "Intelligence" comes from many different sources. Even though musical skill is not typically considered an intellectual skill like mathematics, it qualified under our criteria. By definition it deserves consideration; and in view of the data, its inclusion is empirically justified.

From: Walters, J. & Gardner, H. (1985). The development and education of intelligences. In: Essays on the intellect. Alexandria, VA: The Association for Supervision and Curriculum Development.

D. Spatial Intelligence

Navigation around the Caroline Islands in the South Seas is accomplished without instruments. The position of the stars, as viewed from various islands, the weather patterns, and water color are the only sign posts. Each journey is broken into a series of segments; and the navigator learns the position of the stars within each of these segments. During the actual trip the navigator must envision mentally a reference island as it passes under a particular star and from that he computes the number of segments complete, the proportion of the trip remaining, and any corrections in heading that are required. The navigator cannot see the islands as he sails along; instead he maps their locations in his mental "picture" of the journey (Gardner, 1983).

Spatial problem solving is required for navigation and in the use of the notational system of maps. Other kinds of spatial problem solving are brought to bear in visualizing an object seen from a different angle and in playing chess. The visual arts also employ this Intelligence in the use of space.

Evidence form brain research is clear and persuasive. Just as the left hemisphere has, over the course of evolution, been selected as the site of linguistic processing, the right hemisphere proves to be the site most crucial for spatial processing. Damage to the right posterior regions causes impairment of the ability to find one's way around a site, to recognize faces or scenes, or to notice fine details.

Patients with damage specific to regions of the right hemisphere will attempt to compensate for their spatial deficits with linguistic strategies. They will try to reason aloud, to challenge the task, or even make up answers. But such nonspatial strategies are rarely successful.

Blind populations provide an illustration of the distinction between the Spatial Intelligence and visual perception. A blind person can recognize shapes by an indirect method: running a hand along the object translates into length of time of movement, which in turn is translated into the size of the object. For the blind person, the perceptual system of the tactile modality parallels the visual modality in the seeing person. The analogy between the spatial reasoning of the blind and the linguistic reasoning of the deaf is notable.

Adapted from: Walters, J. & Gardner, H. (1985). The development and education of intelligences. In: Essays on the intellect. Alexandria, VA: The Association for Supervision and Curriculum Development.

E. Bodily – Kinesthetic Intelligence

Babe Ruth was a child prodigy who recognized his "instrument" immediately upon his first exposure to it. This recognition occurred in advance of formal training.

Control of bodily movement is, of course, localized in the motor cortex, with each hemisphere dominant or controlling bodily movements on the contra-lateral side. In right-handers, the dominance for such movement is ordinarily found in the left hemisphere. The ability to perform movements when directed to do so can be impaired even in individuals who can perform the same movements reflexively or on a nonvoluntary basis. The existence of specific apraxia constitutes one line of evidence for a Bodily-Kinesthetic Intelligence.

The evolution of specialized body movements is of obvious advantage to the species, and in humans this adaptation is extended through the use of tools. Body movement undergoes a clearly defined developmental schedule in children. And there is little question of its universality across cultures. Thus it appears that bodily-kinesthetic "knowledge" satisfies many of the criteria for an Intelligence.

Perhaps more difficult, however, is the consideration of bodily-kinesthic knowledge as "problem solving." Certainly carrying out a mime sequence or hitting a tennis ball is not solving a mathematical equation. And yet, the ability to use one's body to express an emotion (as in a dance), to play a game (as in a sport) or to create a new product (as in devising an invention) are evidence of the cognitive features of body usage. The specific computations required to solve a particular bodily-kinesthetic problem, hitting a tennis ball, are summarized by Tim Gallwey:

> At the moment the ball leaves the server's racket, the brain calculates approximately where it will land and where the racket will intercept it. This calculation includes the initial velocity of the ball, combined with an input for the progressive decrease in velocity and the effect of wind and after the bounce of the ball. Simultaneously, muscle orders are given: not just once, but constantly with refined and updated information. The muscles must cooperate. A movement of the feet occurs, the racket is taken back, the face of the racket kept at a constant angle. Contact is made at a precise point that depends on whether the order was given to hit down the line or cross-court, an order not given until after a split-second analysis of the movement and balance of the opponent.

To return an average serve, you have about one second to do this. To hit the ball at all is remarkable and yet not uncommon. The truth is that everyone who inhabits a human body possesses a remarkable creation (Gallwey, 1976).

Adapted from: Walters, J. & Gardner, H. (1985). The Development and education of intelligences. In: Essays on the intellect. Alexandria, VA: The Association for Supervision and Curriculum Development.

F. Intrapersonal Intelligence

Intrapersonal Intelligence is knowledge of the internal aspects of one's self -- access to one's own feeling life, one's range of emotions, the capacity to understand these emotions and eventually to label them and to draw upon them as a means of understanding and guiding one's own behavior. Since this Intelligence is the most private, it requires evidence from language, music, or some other more expressive form of Intelligence if the observer is to detect it at work.

The autistic child is a prototypical example of an individual with impaired Intrapersonal Intelligence; indeed, the child may not even be able to refer to himself. At the same time, such children often exhibit remarkable abilities in the musical, computational, spatial, or mechanical realms.

Evolutionary evidence for an Intrapersonal faculty is more difficult to come by, but we might speculate that it involves a capacity to go beyond satisfying instinctual drives. This becomes increasingly important in a species not perennially involved in the struggle for survival.

Intrapersonal Intelligence involves problem-solving endeavors with significance for the individual and the species. The sense of self emerges as one of the most marvelous of human inventions -- a symbol that represents all kinds of information about a person and which is at the same time an invention that all individuals construct for themselves.

Adapted from: Walters, J. & Gardner, H. (1985). The Development and education of intelligences. In: Essays on the intellect. Alexandria, VA: The Association for Supervision and Curriculum Development.

G. Interpersonal Intelligence

Interpersonal Intelligence builds on a core capacity to notice distinctions among others; in particular, contrasts in their moods, temperaments, motivations, and intentions. In more advanced forms, this Intelligence permits a skilled adult to read the intentions and desires of others, even when these have been hidden. This skill appears in a highly sophisticated form in religious or political leaders, teachers, therapists, and parents. The Helen Keller-Anne Sullivan story suggests that this Interpersonal Intelligence does not depend on language.

All indices in brain research suggest that the frontal lobes play a prominent role in interpersonal knowledge. Damage in this area can cause profound personality changes while leaving other forms of problem solving unharmed -- a person is often "not the same person" after such an injury.

Alzheimer's disease, a form of presenile dementia, appears to attack posterior brain zones with a special ferocity, leaving spatial, logical, and linguistic computations severely impaired. Yet, Alzheimer patients will often remain well groomed, socially proper, and continually apologetic for their errors. In contrast, Pick's disease, another variety of presenile dementia that is more frontally oriented, creates a rapid loss of social graces.

Biological evidence for Interpersonal Intelligence encompasses two additional factors often cited as unique to humans. One factor is the prolonged childhood of primates, including the close attachment to the mother. In those cases where the mother is removed from early development, normal interpersonal development is in serious jeopardy. The second factor is the relative importance in humans of social interaction. Skills such as hunting, tracking, and killing in prehistoric societies required participation and cooperation of large numbers of people. The need for group cohesion, leadership, organization, and solidarity follows naturally from this.

Adapted from: Walters, J. & Gardner, H. (1985). The Development and education of intelligences. In: Essays on the intellect. Alexandria, VA: The Association for Supervision and Curriculum Development.

Multiple Intelligences: A Note-taking Guide

A. Linguistic

B. Logical – Mathematical

C. Musical

D. Spatial

E. Bodily – Kinesthetic

F. Intrapersonal

G. Interpersonal

"Regular Lives" Video

In what ways did the video "Regular Lives" help you address the question of whether fully integrated schools are really possible? Do a "quick write" in your journal.

Section I Bibliography

Lipsky, D.K. & Gartner, A. (1989). The current situation. In D.K. Lipsky & A. Gartner (Eds.), Beyond separate education (Chapter 1). Baltimore: Paul H. Brookes.

Stainback, W., Stainback, S. & Bunch, G. (1989). A Rationale for the merger of regular and special education. In W. Stainback, S. Stainback & G. Bunch (Eds.), Educating all students in the mainstream of regular education (Chapter 2). Baltimore: Paul H. Brookes.

Wang, M.C., Reynolds, M.C. & Walberg, H. (1988). Integrating the children of the second system. Phi Delta Kappan, November.

Section II

Curriculum and Instruction for All Kids

Our current system of schooling is based on the assumption that there are two kinds of students, "special" and "regular." If we accept the notion that all students differ along continua of intellectual, physical and psychological characteristics we can envision a unified program -- one which doesn't deny student differences, but rather recognizes and accommodates them.

Such a program will require a new view of what curriculum outcomes we expect of whom and of how we adapt instruction. In this section we examine our own beliefs and values about curriculum and classroom orgranization as well as the range of instructional strategies which teachers may use.

The characteristics and needs of three individual learners will be presented and discussed and you will plan reasonable classroom participation for each and identify considerations for their teachers in designing instruction for them.

Objectives:

1. Identify the benefits and limitations of a variety of grouping strategies for instructional effectiveness.
2. Discuss the benefits of establishing a core curriculum for all students.
3. Identify a range of instructional strategies which promote the curriculum goals we value for all kids.
4. Identify major needs, strengths and IEP goals of an individual case study child with a given handicapping condition.
5. Identify the parts of a classroom morning schedule in which that student might reasonably be expected to meaningfully participate.
6. Describe a range of instructional strategies which teachers may use to reach all students.

"The Search for the Local School"

Game Directions

Goal: The goal of the SEARCH game is for your team to achieve full integration for children with disabilities in your school. By doing so, you collect chips and move ahead on the gameboard toward the neighborhood school. The more collaboratively integration is accomplished, the greater your team's chance of winning.

Directions: Place the chips for your "bank" in the center of your gameboard along with your game cards. Place your group's marker on space #1. The first player picks a card and reads it to the group. Allow reasonable time for discussion. Player #1 then selects a response, turns the card over and follows the directions. The card is returned to the bottom of the stack. Each player takes a turn, going clockwise, until time is called. The group's marker is moved as directed on each card.

FOUR CORNERS
ANALYZING GROUPING STRATEGIES

Please move to an assigned corner:

(1) **Multi-Dimensional Performance Groups**
(2) **Cooperative Groups**
(3) **Ability Groups**
(4) **Skill Based Groups**

Identify a **time keeper, facilitator, recorder,** and **reporter** for your group.

Take 5 minutes to read your assigned grouping strategy.

Take 15 minutes as a group to develop an argument which promotes your grouping strategy over the other three strategies as the one which is most effective and best supports full inclusion. Use personal experience and examples to enhance your argument. You will have 3 minutes to debate in favor of your strategy against the other three groups.

Disk: SAFAX I, Section II
3/6/92

EXERCISE

ANALYZING THE RESEARCH ON GROUPING STRATEGIES

	BENEFITS	LIMITATIONS
ABILITY GROUPS		
SKILL-BASED GROUPS		
COOPERATIVE GROUPS		
MULTI-DIMENSIONAL PERFORMANCE GROUPS		

Analyzing the Research on Grouping Strategies.

Jigsaw Material: MULTIDIMENSIONAL PERFORMANCE GROUPING

What Is It?

Many teachers and researchers have raised serious questions about placing students in homogeneous ability groups. They fear that students in the low-ability groups may tend to be less attentive, may be presented with less demanding tasks, and may develop lower self-images than students in high-ability groups. To counteract some of these effects, principals and teachers have made conscious efforts to place students in groups which are based on other dimensions besides ability (e.g. students' skill competencies and interests) or to have students involved in a variety of groupings across the school day. Grouping students in these ways acknowledges that people are multi-faceted and have strengths and weaknesses in different areas. Because of the variety of criteria used for grouping, these arrangements are referred to as multidimensional performance groupings.

How Is It Used?

There are several strategies that have been used which highlight this multidimensional performance perspective. For example, Bossert (1979) has found some teachers use multitask activitiy structures where different groups of students in a classroom perform different tasks. Group formation is based on students' interests or hobbies; students are allowed to change groups as their interests shift. In such a grouping structure, students of varying academic ability levels are involved in the same group. In addition, Rosenholtz (1980) has designed a Multiple Abilities Curriculum which stresses that different students have strengths in different curricular areas. Someone who is good in math may not excel in social studies. This curriculum and its resultant grouping structure emphasize to students and teachers that all students are capable, not just the high-ability readers.

Another way to introduce multidimensional performance standards is by considering the different instructional groupings that students are exposed to throughout the school day. A case study conducted by the Far West laboratory of a school using multiple instructional groupings describes one way that various groups can be used (Barnett et al., 1982). For reading skills, students are placed in different skill competency groups each week based on student need. For example, students may spend the entire week working on suffixes. Any reading skill group can be composed of high-, middle-,. and low-ability readers. However, for regular reading and math, students change to groups which are based on ability. In these groups, students work from a uniform textbook series including workbooks. For the remainder of the school day, students attend their homeroom classes which are composed of students at the same grade level. In this arrangement, students are not placed in these groups based on any single dimension, but on a variety of dimensions ranging from their reading skill competencies, to their reading abilities, to their math abilities, to their ages or grade levels.

Jigsaw Material: MULTIDIMENSIONAL PERFORMANCE GROUPING (cont'd)

What Are the Advantages?

While there is not a great deal of evidence regarding the effects of multidimensional performance groupings on student achievement, there are indications of other positive consequences for students. In classrooms where teachers use multitask activity structures, Bossert (1979) discovered that students were less competitive and tended not to form friendships along ability lines as was the case in recitation oriented classrooms. Another benefit is that students can begin to observe the capabilities of other students whom they would not get to interact with if they were places in ability-based groups. In a multidimensional structure, students have more varied views of each others' abilities. There is less agreement on a single status hierarchy (Rosenholtz and Wilson, 1980). And low-ability students may be able to maintain a more positive self-image. For instance, in the Far West Case Study low-ability readers had self-perceptions of their reading ability that matched high-ability readers, unlike the general trend toward lower self-esteem. Thus multidimensional performance groupings appear to have a number of social benefits.

References

Barnett, B.G., Filby, N.N. and Bossert, S.T. Multiple instructional groups: A case study of an entire school. San Francisco: Far West Laboratory for Educational Research and Development, 1982.

Bossert, S.T. Task and social relationships in classrooms. Cambridge: Cambridge University Press, 1979.

Rosenholtz, S. Treating problems of academic status. In J. Berger and M. Zelditch (Eds.), Studies in expectation states theory: Pure and applies. San Francisco: Jossey Bass, in press.

Rosenholtz, S. J. and Wilson, B. The effects of classroom structure on shared perceptions of ability. American Educational Research Journal, 1980, 17, 175-182.

Material courtesy of the Far West Laboratory for Educational Research and Development, Instructional Management Program.

Analyzing the Research on Grouping Strategies.

Jigsaw Material: COOPERATIVE GROUPING

While research on cooperation goes back to the early 1900s research on practical classroom applications of cooperative principles began in the 1970s, when several independent groups of researchers developed cooperative instructional methods. All of the methods involve having the teacher assign students to two-to-six-member learning groups in which there are high, average, and low achieving students. These groups typically have boys and girls, and members of different ethnic groups in approximately the same proportion as they are represented in the whole class. In almost every other respect the methods differ markedly from each other.

- Student Teams-Achievement Division (STAD) - Students assemble in teams of four or five members to master worksheets on material covered in a lesson just presented by the teacher. Subsequently, they individually take a quiz on that material. The team's overall score is determined by the extent to which each student improved over his or her past performance. The team demonstrating the greatest improvement is recognized in a weekly class newsletter.

- Teams-Games-Tournament (TGT) – The procedure in TGT is the same as that used in STAD, but instead of taking quizzes, the students play academic games with other members in the class whose past performance was similar to their own. The team score is also based on indicidual improvement.

- Jigsaw – Students meet in three to six-member-teams. The teacher gives each student an item of information which the student must "teach" to the team. Students are then individually tested for their mastery of the material. Jigsaw II is the same, except that students obtain their information from textbooks, narrative mateial, short stories, or biographies. The class is then quizzed for individual and team scores.

- Learning Together – Students work together in small groups to complete an academic task. Each group member is assigned a different role. The team as a whole receives recognition and praise for mastering the academic content and for working cooperatively.

- Group Investigation – This is a more complex method, requiring students to accept greater responsibility for deciding what they will learn, how they will organize themselves to master the material, and how they will communicate what they have learned to their classmates.

These methods share four positive characteristics. (1) The cooperation required among students prevents one student from doing most of the work for the others. (2) In spite of the cooperative nature of the groups, each student must learn the material in order to improve his or her own score and team score (3) Even low achievers who may not contribute greatly can receive recognition since scores are based on individual improvement, however small, over past performance. (4) Students are motivated to cooperate since they receive not just a grade on a piece of paper, but public recognition from the teacher and the class.

Jigsaw Material: COOPERATIVE GROUPING (cont'd)

Cooperative groupings have positive effects in several areas. They contribute significantly to student achievement -- to an equal extent in both elementary and secondary schools; in urban, suburban, and rural schools; and in diverse subject matter areas.

Robert Slavin looked at twenty-seven studies investigating the effects of cooperative learning programs on student learning. A significant positive effect on student achievement was found in 19 of these studies, no differences in seven, and in one study there was a significant difference favoring the control group. According to Slavin's synthesis of the research, the most successful method for improving student achievement appears to be Student Team Learning.

Johnson and Johnson conducted a meta-analysis of 122 research studies on the relative effects of cooperative, competitive, and individualistic efforts on achievement and productivity. The results of their study indicate that cooperative grouping tends to promote higher achievement than do competitive and individualistic learning experiences. These results hold for all age levels, for all subject areas, and for tasks involving concept attainment, verbal problem solving, retention and memory, motor performance, and guessing-judging-predicting. For rote decoding and correcting tasks, cooperation seems to be equally effective as competitive and individualistic learning procedures.

Some other research findings are:

- Cooperative grouping promotes more liking among students. This is true regardless of differences in ability level, sex, handicapping conditions, ethnic membership, social class differences, or task orientations (Johnson and Johnson, 1983, 1986; Johnson and Johnson, and Maruyama, 1983).

- Cooperative grouping promotes more positive attitues towards both the subject area and the instructional experience, as well as more continuing motivation to learn more about the subject area being studied (Johnson and Johnson, 1983, 1986).

- Students participating in cooperative groups like the teacher better and perceive the teacher as being more supportive and accepting academically and personally (Johnson and Johnson, 1983).

- Cooperative grouping promotes higher levels of self-esteem (Johnson and Johnson, 1983)

Analyzing the Research on Grouping Strategies

Jigsaw Material: ABILITY GROUPING

Students are grouped for instruction by abilitiy, in one way or another, in almost every school. But hundreds of research studies have produced few clear conclusions about how grouping affects student academic achievement.

In theory, it makes a lot of sense to put high achieving students together for instruction. The teacher can teach at a higher level and move through the material faster, and high achievers will be motivated by competing with one another.

It also seems to make sense, at least in theory, to put low-achieving students together for instruction. The teacher can teach at a level appropriate to student needs and move through the materials more slowly, and the low achievers will benefit from not having to compete with the high achievers.

On the other hand, grouping high achievers deprives them of interaction with low achievers, which they'll have to do in the real world. Grouping low achievers labels them, setting up low expectations that may be self-fulfilling; deprives them of the example and stimulation provided by high achievers; and often results in their getting lower quality instruction.

Perhaps most important, ability grouping goes against our democratic educational philosophy by creating academic elites.

How Does Grouping Affect Student Achievement ?
The most common methods of ability grouping are "between-class" and "within-class."

Between-class ability grouping refers to the school-level practice of forming classrooms that contain similar-ability students. Within-class ability grouping refers to the teacher-level practice of forming groups of similar-ability students within an individual classroom.

Many other grouping practices vary and combine these two methods.
Center researcher Robert Slavin has reviewed the best evidence about achievement effects of five comprehensive abilitiy-grouping plans used in elementary schools -- ability-grouped class assignment, regrouping for reading and/or mathematics, the Joplin plan, non-graded plans, and within-class ability grouping. The following describes each of these plans and the conclusions about their effectiveness.

Ability Grouped Class Assignment. This plan -- the pure form of between-class grouping -- assigns students homogeneously by ability or achievement to one self-contained class. In some departmentalized upper elementary grades and in middle schools, the class may move as a whole from teacher to teacher.

The research review clearly indicates that ability grouped class assignment does not enhance student achievement in the elementary school.

Regrouping for Reading and Mathematics. This plan assigns students to heterogeneous homeroom classes for most of the day, but regroups them according to achievement level for one or more subjects (usually reading or mathematics).

For example, all students at a particular grade level would have reading scheduled at the same time, and would be resorted into ability-grouped classes for reading instruction.

Slavin's review finds some evidence that regrouping for reading and mathematics within grade level can improve student achievement -- but the level and pace of instruction must be adapted to the achievement level and students must not be regrouped for more than one or two subjects.

Jigsaw Material: ABILIT Y GROUPING (cont'd)

Joplin Plan. This plan assigns students to heterogeneous classes most of the day but regroups them for reading across grade levels. For example, a reading class at the fifth grade, first semester reading level might include high achieving fourth-graders, average achieving fifth-graders, and low achieving sixth-graders.

The research review finds consistent evidence that the Joplin Plan increases student reading achievement.

Nongraded Plans. This term refers to a variety of related grouping plans which place students in flexible groups based on their performance, not their age. Thus grade-level designations are removed. The curriculum for each subject is divided into levels through which students progress at their own rate.

The research review finds less convincing evidence for nongraded plans in general than for the Joplin Plan, but the evidence is still positive. Well-controlled studies conducted in regular schools generally support the use of comprehensive nongraded plans.

Within-Class Ability Grouping. The most common form of this grouping is in reading, where teachers assign students within their classroom to one of a small number of groups (usually three) on the basis of their ability level. These groups work on different materials at rates unique to their needs and abilities.

Similiar methods may also be used in mathematics, where two or more math groups may work within the classroom at different levels and rates.

Slavin's review finds, surprisingly, that too few rigorous research studies have been conducted of the use of within-class ability grouping in reading to either support or disclaim its effectiveness. The practice is so widespread in reading that it is difficult to conduct research that includes a control group not using within class ability grouping.

Research clearly supports the use of within-class ability grouping in mathematics, especially if only two or three groups are formed. The positive effects are slightly greater for low-achieving students than for average or high Achievers.

Research into Practice. Schools and teachers, the review concludes, should use the grouping methods that the research finds to be effective (within-class ability grouping in mathematics, class regrouping plans such as Joplin and non-graded in reading).

Schools should find alternatives to the use of ability-grouped class assignment -- assigning students to self-contained classes according to general ability or performance level.

The review derived several general principles for making ability grouping an effective practice in classrooms and schools. Effective ability-grouping plans, in general, contain the following elements:

1. Students should remain in hetergeneous classes at most times, and be regrouped by ability only in subjects in which reducing heterogeneity is particularly important (for example, math and reading). Students should identify primarily with a heterogeneous class.
2. Grouping plans must reduce student heterogenity in the specific skill being taught, not just in IQ or overall achievement level.
3. Grouping plans must reassess student placements frequently and allow for easy reassignments based on student progress.
4. Teachers must vary their level and pace of instruction according to student levels of readiness and learning rates in regrouped classes.
5. Only a small number of groups should be formed in within-class ability grouping, so the teacher can provide adequate direct instruction for each group.

Reference

Slavin, Robert E. "Ability Grouping and Student Achievement in Elementary School" A Best-Evidence Synthesis." Center for Research on Elementary and Middle Schools, Report No. 1, June 1986.

Material adapted from The CREMS REPORT., Center for Research on Elementary and Middle Schools, Johns Hopkin's University, June 1986.

Analyzing the Research on Grouping Strageies

Jigsaw Material: SKILL-BASED GROUPING

What Is It? Students are assigned to groups based on their performance in specific skill areas. Usually these are small groups of students who have deficiencies in some specific skill area within reading or math. Because of the specific skill identifications, groups often meet for a short time and regrouping of students occurs frequently.

How Is it Used? A variety of ways of implementing skill-based groups have been developed. For example, many individual teachers use skill grouping within their classrooms as they proceed through the curriculum. Some reading textbooks contain a series of skill tests that students take throughout the year to determine their knowledge of certain skills. Those students who fail a particular skill are then grouped to receive instruction on that skill while the other students do another activity. The next skill is not presented until all the students have mastered the preceding skill.

In addition, schools have developed their own programs where specific skills are covered in certain grades. Students are tested at the beginning of the school year and their deficiencies are noted. Therefore, in any one classroom, there may be clusters of students who have not mastered certain skill. Teachers can routinely divide students into their necessary groups to provide the relevant instruction. As students in each group are able to demonstrate mastery of the skill, they can move on to another skill. Thus, students can move at different paces through the skills and the entire class is not held up until all students pass a certain still.

Finally, research conducted by the Far West Laboratory investigated another form of skill grouping for reading (Barnett and Filby, 1984). In this arrangement, fourth, fifth, and sixth graders are tested at the beginning of the year to determine the reading skills they need to master. These skills range from identifying vowel sounds to working with a card catalog from the library. Students are placed in a skill group and receive a week of instruction. Students of varying reading abilities constitute each of the groups. If students can pass the mastery test at the end of the week, they move on to their next scheduled skill the following week. Should they be unable to pass the skill, they receive another week of instruction. Groups shift at the same time, but students can still move at their own pace. To facilitate the constant shifting of students, a computer managed system is used to separate students into their next groups and to provide information about the skills that have been, and still need to be, mastered. Materials available for each skill are also catalogued.

Jigsaw Material: SKILL-BASED GROUPING (cont'd)

What Are the Advantages and Disadvantages?

Many teachers who used skill-based programs indicate a preference for the program because the skills are clarified and they know exactly what they are to teach. Moreover, teachers find this breakdown useful when talking to parents since they can show parents exactly those areas that their children have mastered and have yet to master.

Skill-based groupings can provide certain problems as well. Having students of different ability levels in the same skill group could create a need for materials differentiation within the group. In the Far West Study, however, teachers generally used the same materials for all students and students from different ability levels were equally successful in completing class work. The Far West Study also indicated that low-ability students were unable to pass weekly mastery tests at the same rate as high-ability students even though they were able to do the work just as well during the week. Moreover, at the end of the year, low-ability students retained far less of the materials they had been exposed to than high-ability students, a finding which seriously questions whether mastery of certain skills had actually occured. However, year-end retention rates were positively affected by the amount of time students spent studying skills. For example, when students took more than one week to master certain word structure and work meaning skills, they were better able to retain these skills at the end of the year. These findings point out the need to understand how skill mastery is attained and retained by students of different ability levels. They also indicate the need to include review and practice components in a skill-based program.

Many teachers complain that testing students, setting up groups, and retesting students is time consuming. They feel that they spend too much of their time documenting students' skills rather than teaching skills. While this is a common dilemma, some schools have taken steps to free their teachers to do more teaching. For example, some programs have been able to hire program specialists who are responsible for doing all the pre-testing and monitoring of materials. In addition, the use of the computer as a mangement tool has taken the burden of determining groups off teachers. In short, the problems teachers associate with the mangement of skill-based programs seem to be reduced when there are support mechanisms in place to assist in the documentation and arrangement of groups.

References

Barnett, B. and Filby, N. Skill grouping for reading. San Francisco: Far West Laboratory for Educational Research and Development, 1984.

Material Courtesy of the Far West Laboratory for Educational Research and Develpment, Instructional Management Program.

Summary Activity
GROUPING STRATEGIES
At Your School Site

1. Number the grouping strategies from 1 to 4. Of the four grouping strategies discussed here which are currently used most in your school. Place a number by each strategy (1) being the strategy used most often (4) least often.

   ____ Ability Groups
   ____ Skill-Based Groups
   ____ Cooperative Groups
   ____ Multi-Dimensional Performance Groups

2. Of the four grouping strategies which would you like to see emphasized at your school site to enhance success in the movement towards full inclusion. Now number the grouping strategies in order of your preference. 1 being the strategy you would like to be used most often in your school.

   ____ Ability Groups
   ____ Skill-Based Groups
   ____ Cooperative Groups
   ____ Multi-Dimensional Performance Groups

3. Compare your ratings with your group. If there is discrepancy between ratings for number 1 and number 2 identify one goal this group would like to accomplish to decrease the discrepancy.

Defining Core Curriculum

1. **What is a "core curriculum?"**

   My definition:

   My pair's definition:

   My foursome's definition:

2. **Which children should have access to the core curriculum?**

Including Students with Disabilities in the General Education Classroom

Case Studies

1. Read the student case study which has been assigned to your group. You will learn, in some detail, about the student, his/her disability, and sample IEP goals.

2. Read the Classroom Events Schedule on page 2-18.

3. Conduct a group meeting to discuss the characteristics and needs of your group's student. Discuss the potential benefits to your child of participating in each of the activities in the Classroom Events Schedule and any variations that might increase the probability of success.

4. Re-assemble in groups of three people consisting of one person who studied each child. In your trio take turns describing the student you studied, the parts of the schedule you feel are appropriate for him/her and any necessary adaptations. Use the note-taking guide on page 2-17.

Disk: SAFAK I; Section II
4/24/92

Student #1: Brandon P.
Age 10

Student Description:

Brandon is a fifth grader reading at third grade level. He is able to contain behavior only for a few minutes at a time. Brandon has no observable friends outside the self-contained room for students with severe behavior disabilities. His classmates tolerate him for short periods. He loves to sing and listen to music. Brandon is a good artist; he works at drawing for extended periods of time. He enjoys football, basketball and baseball but has trouble being a good team member. Brandon frustrates easily when things don't go his way; he may become physically and verbally aggressive with others (i.e. hitting, kicking, calling names).

Brandon's IEP includes the following objectives:

1. Brandon will learn to participate and take turns within a small instructional group of students for 15 minutes without verbally or physically abusing other students.

2. Brandon will improve his oral reading and comprehension skills to 4th grade level.

3. Brandon will learn to cooperate with one other student (peer pal) in an instructional project for 20-30 minutes each day as assigned by the teacher.

Student #2: Robbie O.
Age 10

Student Description:

Robbie has severe cerebral palsy. He has no communication system (no functional language/speech), and is non-ambulatory. He also has difficulty in using his hands functionally and holding his head up. Cognitively, Robbie is a very bright, above average student. He loves to listen to music, read, and interact with other kids. He is interested in being with "regular" kids and involved in "regular" activities. Robbie needs to have a means of communicating with others. He also needs a lot of physical assistance: movement exercises, range of motion and assistance for personal needs, such as toileting and eating.

Robbie's IEP includes the following objectives:

1. Robbie will learn to use a letter board to interact with other students.

2. Robbie will learn to read at the 5th grade level and work cooperatively with other students in completing written assignments.

3. Robbie will learn to operate an electric wheelchair in order to move from one activity to another during the school day.

Student #3: Maria V.
Age 11

Student Description:

Maria has partial paralysis of the right side but can walk. She has difficulty holding small objects in her right hand and some difficulty feeding herself, but wants to do so. She is learning to increasingly use of her left hand. Maria has severe mental retardation. Her speech is limited, but she uses an augmentative communication system that was developed by a speech therapist to interact with her teacher and family . Maria uses a communication book with pictures of her interests and activities to provide limited interaction with non-disabled kids of the same age. Her interpersonal skills are a plus, in spite of communication problems. She spends lunch hour with "in" kids and participates in library period with the sixth graders. She has a job training experience each week at the student store learning to stock and price items. Maria likes to draw.

Maria's IEP includes the following objectives:

1. Maria will learn to make social comments with her communication board with her non-disabled peers during social activities and transition times.

2. Maria will learn to grasp and hold objects in her right hand for 10 minutes at a time.

3. Maria will learn to work cooperatively and communicate with small groups of students to accomplish a work related task.

STUDENT INCLUSION/PARTICIPATION PLAN
Home Group Note Taking Guide

Student	Characteristics/needs, suggested schedule for inclusion/ participation and possible adaptations
#1 Brandon P. Age 10	
#2 Robbie O. Age 10	
# 3 Maria V. Age 11	

Classroom Events Schedule
(for use in developing Student Inclusion/Participation Plan)

8:30-8:45 Opening
Flag Salute, Current Events, Calendar, Daily Planning

8:45-10:15 Language Arts

8:45-9:15 Teacher leads a discussion on Charlotte's Web, the core literature selection currently being read by the class. Today's topic is the personality similarities between the human and animal characters in the story.

Skills Used: Listening, staying on the topic, comparing and contrasting, similarities and differences, taking turns.

9:15-9:45 Cooperative Learning Groups meet to create storyboard showing 5 main events of Charlotte's Web in order.

Skills Used: Creative thinking, taking turns, sharing resources, drawing and writing captions, sequencing.

9:45-10:15 Large Group Activity. The Cooperative Learning Groups will share their storyboards and tell about the process that was used to create them. Each group will tell one social skill that was practiced during the group meeting. Each student will write a summary of the events of the morning.

Skills Used: Listening, speaking before a group of 30, analyzing group accomplishments, writing, summarizing.

10:15-10:30 RECESS

10:30-10:45 Multiplication time-test. 100 facts.

Skills Used: remembering, writing.

10:45-11:15 Teacher lectures and demonstrates estimating for long division. Students work ten sample problems with a partner.

Skills Used: Listening and understanding abstract information, working with a partner, finishing independent work.

11:15-11:45 View current events video tape made by the teacher regarding recent international events.

Skills Used: Listening, paying attention.

11:45 LUNCH

Section II Bibliography

Falvey, M., et al. (1988). Educational and curricular adaptions. In S. Stainback (Ed.), Educating all students in the mainstream of regular education. Baltimore: Paul H. Brookes.

Goodlad, J. & Oakes, J. (1988). We must offer equal access to knowledge. Educational Leadership, February.

Thousand, J. & Villa, R. (1988). Enhancing student success in heterogeneous classrooms and schools. Monograph #8, Center For Developmental Disabilities, University of Vermont.

Wang, M.C. (1989). Adaptive instruction: An alternative for accommodating student diversity through the curriculum. In D.K. Lipsky & A. Gartner (Eds.), Beyond separate education. Baltimore: Paul H. Brookes.

Section III

Schools That Work For Everyone

Introduction

It is possible to move from a dual system of education -- a system which is not only costly, but also fails to prepare our children for creating an inclusive society in the future. In this section we examine this possibility by planning a "re-structured" school. The restructuring simulation will ask the school team to bring all its resources to bear in creating a fully integrated program. The implications for leadership strategies will be emphasized.

Objectives:

1. Given simulation material, create a plan to restructure a school into a "single system." Describe the organizational conditions needed for its successful implementation.
2. Analyze successful strategies of school leaders with fully integrated programs.
3. Discuss leadership practices related to successful integration.

Disk: SAFAK I; Section III
2/26/92

A Round Table Review:
(Important Ideas from Yesterday)

On the first line of this paper, write one important idea you have from yesterday. When you hear the signal, pass this paper to the person on your left. Each time you receive a new paper, write an idea that is different than the one(s) you see. You may repeat your original idea if it has not already been used. Keep passing the papers until time is called. Retrieve your original paper.

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____

9 _____

10 _____

Disk: SAFAK I; Section III
3/26/92

Simulation:
Restructuring a School to a Single System

A. BACKGROUND

You are about to engage in a small group simulation experience which asks that you discard some of your current notions about how schools are structured. You will be asked in this exercise to imagine creating a unified system of instruction for all students by using all the material and personnel resources at your disposal. Your goals are to achieve the **lowest** pupil-teacher ratio, **integrate** students into regular class placement, maximize staff **satisfaction**, and promote student **achievement** and **opportunity.**

As "far out" as this simulation may seem to you, you will probably be interested to know that programs of full or nearly full integration are currently being carried out successfully throughout the states of Iowa, Pennsylvania, Vermont and Washington; in the district of Johnson City, NY and in many individual schools and communities such as Syracuse, NY. It is possible.

B. THE PILOT PROJECT DESCRIPTION

Your school is in a district which has applied and been accepted as a pilot district under a new piece of federal legislation which supports a limited number of model districts to implement fully integrated programs with fewer restrictions. Your state also allows the consolidation of state funds at the site. As a result:

1) In an effort to promote the least restrictive environment while continuing to provide appropriate resources for each student, your 1-6 elementary school district will be eliminating all special education sites and classes and returning all students to their neighborhood schools.

2) You have been granted waivers of all categorical program restrictions (e.g., Chapter I, Bilingual...). The funding will be block granted to your schools.

3) "Pull-out" programs may or may not be necessary.

4) For the purposes of this pilot, the requirements of your teacher contract *may* be suspended by mutual agreement.

5) Your school board and superintendent support and encourage the concept of site-based management. Therefore, this planning team's recommendations for allocating resources will be supported.

6) The district has adopted a core curriculum and your school is expected to assist all students in accomplishing, to the fullest reasonable extent, the learning objectives identified.

C. ORIENTATION TO THE TASK

If you want to assign roles, imagine that the following people are represented in your group: 1) elementary school principal, 2) special education teacher, 3) general education teacher, 4) a community member and 5) the director of special education. You are having a meeting to take an initial look at the possibilities for restructuring your school to create a fully integrated, single system program while meeting each child's needs.

The information in Part D will help you see what some of your new choices are for structuring and funding the services for all your students.

D. SITUATION

Ten children with special needs are being returned to your school. One teacher and two full-time paraprofessionals will accompany the children. Your school philosophy includes a commitment to the concept of integrating all students in the regular program. You have $76,000 in discretionary money in your school budget. This money will come from funds currently encumbered in transportation costs and administrative and operational services provided at the special-needs site.

E. WORKING ASSUMPTIONS

Space is not a problem. Your site is properly acessible for wheelchairs.

You may not eliminate any current staff.

Your district is in the process of updating its computer system and is installing at least two computers in each classroom.

You may restructure in any way you choose.

You may hire any qualified staff you choose.

Your committee will be meeting in one week with the entire faculty of your school to bring its suggested plan and budget for review.

F. INFORMATION ON NEW STUDENTS

	Grades	# of Students	Additional Considerations
Visually Impaired	1-5th	1	
SED	1-4th 1-5th	2	
Hearing Impaired	1-5th	1	Need speech therapy
Multiply Disabled	1-1st 1-2nd 1-3rd 1-4th 1-5th 1-6th	6	Need speech and physical therapy

G. SERVICES AND BUDGET INFORMATION

Staff Example:	Present cost to school	Services already provided:	New student count will add:	Additional staff time needed? If so, how much?	Other possible ideas for staff, services and uses of money
Speech therapist (mornings only)	20,000	34 students (6 groups of 5 each + 4 individual)	5 new students		Add one new student to each existing group?
Reading Specialist	40,000	40 kids & serves as part of 6th grade team for reading	7 upper grade		
Multi-handicapped/ SH	New teacher will come with new children		6 children	1 full-time aide will come with the children	At what point during the day can the students work in the regular program?
Teacher for behavior disorders					
Nurse 1 day per week	9,000	3 referrals/week 2 parent contact/ week	6 with multi-handicaps & 4 other new children		
Instructional aides (8 at 3.75 hrs. per day)	64,000 (40,000 also in new budget for 2 new full-time aides)	1.5 hrs. per class-room per day + running off papers		2 full time instructional aides	
General (15) classroom teachers	600,000	450 children			
Hearing Impaired			1 student		
Visually Impaired			1 student		

H. PLACEMENT/PROGRAM DECISIONS FOR NEW STUDENTS

Students	Grades	Additional Considerations	How will you serve these children?
Visually Impaired	1-5th		
SED	1-4th 1-5th		
Hearing Impaired	1-5th	Need speech therapy	
Multiply Disabled	1-1st 1-2nd 1-3rd 1-4th 1-5th 1-6th	Need speech and physical therapy	

I. WHAT SERVICES WILL YOU PROVIDE FROM YOUR NEW BUDGET?

Part One:

The total discretionary budget is $76,000 and your current class size is 30 to 1. You already have the staff resources as described. In your new plan, feel free to buy "parts" of new staff members because your colleagues at other schools will absorb the other parts. Remember, the primary consideration is to meet equally the instructional needs of the students who are now enrolled in your school.

PART ONE OF OUR BUDGET PLAN:

Current Services	New Personnel Needed*
15 general classroom teachers 1 reading teacher (full time) 1 teacher of children with learning disabilities 1/2 teacher of speech 1 day per week/psychologist 1 day per week/nurse 8 paraprofessionals (3 3/4 hrs per day) 2 full time paraprofessionals	Certificated: Classified:

*Certficated staff members are $40,000 each. Classified staff members are $25,000 each. Don't forget to save some money for Part Two!

PART TWO OF OUR BUDGET PLAN:

Discuss the kinds of organizational supports which would be needed to make this new structure work in the school. Would it require staff training, more planning time, parent education, new decision-making strategies, improving meeting management, more opportunities for co-teaching, shadowing, peer observation, a peer tutoring program for students?

Support Services Needed for Our Plan

_____ 1 period daily of teacher release time for the year ($7,000 per year)

_____ 1 day substitute teacher ($90 per day)

_____ 1 day tconsultant ($400 per day)

_____ Other ideas:

_____

_____

LEADERSHIP STRATEGIES:
What Makes Integration Work?

Just ask anyone who has integrated students with severe disabilities into regular schools, "What made it work?" Responses such as "The principal made all the difference" or "Without the support of the principal we would have never succeeded" are common. The building principal is clearly one of the keys to successful integration. What strategies do these principals who have experienced success use to make it happen? The results of semi-structured interviews conducted by CRI staff with 15 building principals in schools throughout the country (Vermont, Colorado, California, New York, South Dakota, Iowa) have revealed several common themes. The following markers emerged as critical aspects of successful programs.

1. *The Existence of a Clear Philosophy.*
The importance of a clearly articulated philosophy cannot be overstated. Those principals interviewed indicated that these premises guide the educational programming provided in the school. It is this set of beliefs which provides the rationale for integration. The many and varied decisions, activities, and challenges occurring in the school are guided by this clear set of values about the education and inclusion of all children within the school. Ultimately, the challenge is to translate those philosophical principles into practice. It is these sets of beliefs which provide a benchmark against which alternative choices can be examined.

   In addition, those principals interviewed stressed the importance of discussing and examining beliefs held by school staff. It is crucial to articulate beliefs and to then act based upon these beliefs. With a strong mission the stage is set for integration!

2. *The Presence of Proactive, Visible, and Committed Leadership.*
The instructional leader of the school is a well established role for the building principal. When schools are successfully integrated the principal assumes leadership for all programs within his or her building. Those interviewed indicated the importance of building leadership characterized by:

   (a) high visibility
   (b) a proactive style
   (c) unwavering commitment
   (d) clear expectations
   (e) excellent communication skills
   (f) a supportive style
   (g) expert facilitation
   (h) excellent problem solving skills.

3. *A Stable School Environment.*
Those interviewed indicated that a prerequisite to successful integration is a stable school climate.

4. *Strong Administrative Support.*
While the leadership and support of the building principal is clearly a prerequisite to successful integration, it is also crucial that the district administration support integration. The administration must clearly communicate that integration will not jeopardize other programs.

5. *Parent Involvement.*
The recognition and appreciation of parental involvement was clearly a factor in successful programs. Principals interviewed encourage and planned for ample opportunity for parental involvement. The formats were varied but the underlying theme was clear communication. Those interviewed stressed the need to clearly communicate the philosophy of the building/district. In addition, it should be made clear to parents that these beliefs guide programming within the school.

6. *Preparation and Planning.*
Those interviewed suggested several issues to examine when preparing for integration. They are as follows:

   a. *Examine and assess the context.* What is the nature of the school/community? Where are we now and what do we want to achieve based upon our beliefs? The principal must clearly understand the nature and belief system of the school and community. Therefore, those interviewed indicated that a first year principal should be cautioned before embarking on integration.

   b. *Staff training.* The staff must be well informed and possess the knowledge to follow through with integration. This should take the form of both formal and informal activities.

   c. *Incentives.* It is the principal that must identify incentives for staff when embarking on any new venture. Those interviewed acknowledged the reluctance of some to try integration. They indicated that forcing staff to participate will not work. Therefore, it is important to identify incentives for those who require some external encourage encouragement.

   d. *Networking.* Those interviewed indicated that the best way to prepare for integration was to meet with others who have already made integration work within their building. Making site visits to see integration working was a suggested strategy.

e. *Consultants and planned technical assistance.* Those interviewed indicated that a very important part of their role was to facilitate and secure needed expertise.

f. *Planning.* Those interviewed suggested that developing action plans with realistic timelines was crucial.

7. *Teaming/Collaboration.*
Those interviewed clearly indicated that integration does not succeed in a vacuum. Teaching staff must share knowledge and discard the notion that students with disabilities are the exclusive responsibility of special educators. Therefore, the use of teams of regular and special educators collaborating to insure the successful integration of students is viewed as critical. A strong and knowledgeable special education teacher is clearly and important ingredient. It is the synergy of all the teachers that makes integration work!

Finally, those interviewed indicated that many positive changes took place within their buildings as a result of integration. School climate was enhanced, staff were invigorated, students displayed an increased sense of self-confidence and self esteem, and the school as a community showed a greater sensitivity to society at large.

Developed by the California Research Institute.

Leadership Team

Leadership Strategies: My Strengths

Think about the principals you have heard on the video and the summary of leadership strategies on the previous pages. Now consider your own background, strengths and skills. What skills are you likely to bring to the integration effort? What strengths would you like to develop further as you lead integration efforts in your school/district? Do a "quick write" in your journal.

Section III Bibliography

Allington, R.L., & McGill-Franzen, A. (1989). Different programs, indifferent instruction. In D.K. Lipsky & A. Gartner (Eds.), Beyond separate education. Baltimore: Paul H. Brookes.

Gartner, A. ,& Lipsky, D.K. (1989). The yoke of special education: How to break it. National Center on Education and the Economy.

Lipsky, D.K., & Gartner, A. (1989). School administration and financial arrangements. In Stainback, S. et al. (Eds.), Educating all students in the mainstream of regular education. Baltimore: Paul H. Brookes.

Villa, R.A., & Thousand, J.S. (1989). Administrative supports which promote the education of all students in the mainstream. University of Vermont.

Section IV
Planning For Change

It has often been noted that, in schooling, the more things change, the more they stay the same. This has variously been attributed to the problem of individuals' resistance, the rigidity of the structure of schools and the need to avoid conflict. More recently, the notion of the school's culture has helped us to understand how effective change occurs. When we see how important the cultural forms are that give meanings to our schools and classrooms, we see the need to provide transition that transforms meaning, and as Terrence Deal notes, "grafts new starts on old roots." Such transformation requires new kinds of leaders, he says -- leaders who "create artful ways to reweave organizational tapestries from old traditions, current realities and future visions."

In this section you will examine how change occurs in schools, and how to address the differing levels of concern of some of our school team members as we plan for further integration. Specific team plans will be developed and resources identified.

Objectives:

1. Describe the CBAM "Stages of Concern."
2. Analyze the "Stages of Concern" of some of your school's key team members regarding the integration of students with moderate to severe disabilities.
3. Establish a goal for moving your school further toward full integration.
4. Identify model programs of integration of students with handicaps into regular programs.
5. Locate resources which would support the successful accomplishment of the goal you established.

The Change Process in Schools
Note-Taking Guide

1. Change is a process, not an event.

2. Change is accomplished by individuals.

3. Change is a highly personal experience.

4. Change involves developmental growth.

5. Change is best described in operational terms.

6. Focus must be on individuals, the change, and the context.

The Change Process in Schools
The Concerns-Based Adoption Model (CBAM)
Stages of Concern About Change

Stage of Concern	Typical Expression of Concern
6. Refocusing	"I can think of some ways we can make our integration program even better than it is."
5. Collaboration	"I am concerned about relating what I'm doing to integrate more students with handicaps to what other teachers are doing."
4. Consequence	"How will this integration effort affect my kids?"
3. Management	"I don't know how to organize/manage such a diverse classroom. I have only so much time and energy."
2. Personal	"How will this integration program affect me and my work?"
1. Informational	"I would like more information about integration."
0. Awareness	"What are you talking about?"

The Change Process in Schools
Assessing Individuals' Stages of of Concern

One way to learn of teachers' individual concerns is to ask each to respond in writing to an open-ended question For example:

> When you think about our school more fully integrating students with handicaps into regular classrooms, what are you concerned about? (Do not say what you think others are concerned about, but only what concerns you now.) Please be frank and respond in complete sentences.

[See: Newlove, B.W.,& Hall, G.E. (1976). A manual for assessing open-ended statements of concern about an innovation. Austin: Research and Development Center for Teacher Education, The University of Texas.]

The Change Process in Schools
Implications of Individuals' Stages of Concern for the Leader

1. Be sure to focus on individuals' concerns as well as on the integration plan itself.

2. Be clear that it's all right to have personal concerns.

3. Take time.

4. Recognize that students, teachers, parents and administrators may all have different concerns.

5. Within any one group, there may be a variety of concerns.

Analysis:
Applying What We Know About Stages of Concern

In your group, choose one school to discuss. Talk over these questions.

1. Which stages of concern characterize its teachers?

2. What strategies might be used to address those concerns? Refer to the strategies which follow.

Concern #	Name of the Stage of Concern	Some Possible Strategies Are:

Strategies For Addressing Concerns In the Facilitation of Change

A first step in change is to know what concerns the individuals have, especially their most intense concerns. The second step is to respond to those concerns. Unfortunately, there is no absolute set of universal prescriptions, but the following suggestions offer examples of interventions that might be useful.

Stage 0 – Awareness Concerns

a. Involve teachers in discussions and decisions about integration.
b. Share enough information to arouse interest, but not so much that it overwhelms.
c. Acknowledge that a lack of awareness is expected and reasonable, and that no questions about integration are foolish.
d. Encourage unaware persons to talk with colleagues who know about the integration.
e. Take steps to minimize gossip and inaccuracies about integrated programs.

Stage 1 – Informational Concerns

a. Provide clear and accurate information about integration.
b. Use a variety of ways to share information - verbally, in writing, and through any available media. Communicate with individuals and with small and large groups.
c. Have persons who have successfully integrated in other settings visit with your teachers. Visits to those schools could also be arranged.
d. Help teachers see how their current practices are related to the integration effort.
e. Be enthusiastic and enhance the visibility of others who are excited.

Stage 2 – Personal Concerns

a. Legitimize the existence and expression of personal concerns. Knowing these concerns are common and that others have them can be comforting.
b. Use personal notes and conversations to provide encouragement and reinforce personal adequacy.
c. Connect these teachers with others whose personal concerns have diminished and who will be supportive.

Disk: SAFAK I; Section IV
2/26/92

d. Show how the integration program can be implemented sequentially rather than than in one big leap. It is important to establish expectations that are attainable.
e. Do not push integration so much as encourage and support it while maintaining expectations.

Stage 3 - Management Concerns

a. Clarify the steps toward and components of an integrated program.
b. Provide answers that address the small specific "how-to" issues that are so often the cause of management concerns.
c. Demonstrate exact and practical solutions to the logistical problems that contribute to these concerns.
d. Help teachers sequence specific activities and set timelines for their accomplishments.
e. Attend to the immediate demands of the integration effort, not what will be or could be in the future.

Stage 4 - Consequence Concerns

a. Provide these individuals with opportunities to visit other settings which are integrated and to attend conferences on the topic.
b. Don't overlook these individuals. Give them positive feedback and needed support.
c. Find opportunities for these persons to share their skills with others.
d. Share with these persons information the results of integrated programs.

Stage 5 - Collaboration Concerns

a. Provide these individuals with opportunities to develop skills necessary for working collaboratively.
b. Bring together those persons, both within and outside the school, who are interested in collaborating to help the integration program.
c. Help the collaborators establish reasonable expectations and guidelines for the collaborative effort.
d. Use these persons to provide technical assistance to others who need assistance.
e. Encourage the collaborators, but don't attempt to force collaboration on those who are not interested.

Stage 6 – Refocusing Concerns

a. Respect and encourage the interest these persons have for finding a better way.
b. Help these individuals channel their ideas and energies in ways that will be productive rather than counterproductive.
c. Encourage these individuals to act on their concerns for program improvement.
d. Help these persons access the resources they may need to refine their ideas and put them into practice.
e. Be aware of and willing to accept the fact that these persons may wish to significantly modify the existing ways that integration is accomplished.

Individuals do have concerns about change, and these concerns will have a powerful influence on the implementation of an integrated program. It is up to those who lead the change to identify concerns, interpret them, and then act on them.

**Adapted from Hord, S.M., et al. (1987). Taking charge of change. Alexandria, VA: ASCD.*

TEAM ACTION PLAN

Our major goal* is: _____

ACTIVITIES	EXPECTED OUTCOMES	PERSON(S) RESPONSIBLE	TIMELINE

*The sample goals on the next page might help you get started in your thinking.

Disk: SAFAK I; Section IV
3/26/92

Sample Goals for Team Action Plans

1. Conduct an LEA assessment of campus and building modifications to provide accessibility.

2. Develop a district-wide integration planning and review committee charged with facilitating integration/interactions in several schools, reviewing the results and modifying efforts based on the results.

3. Review LEA out of districts placements, to plan to return students to district schools.

4. Plan to return all students to their home school within the LEA.

5. Conduct inservice education programs for administrators and school staff on best integration practices and strategies.

6. Involve parents of nondisabled and disabled students in the integration planning process through open meetings, announcements of the planning progress, solicitation of parents' advice, etc.

7. Identify program support needs related to integration: curriculum support, related services, general problem solving and other support functions.

8. Specify policies and procedures concerning administrative authority to support integration.

9. Prepare conversion plans for any facilities that may no longer be needed as a result of the integration.

10. Develop an effective means of communicating information about new programs and existing programs and issues to other administrators, to teachers, to parents, and to the community at large. Specific communications strategies include: visibility in local media (e.g., newspapers, radio shows, even television talk shows and news), school district and program newsletters, memos, special mailings, open houses, presentations to community groups, advisory groups, brochures, program descriptions, parent handbooks, staff handbooks, annual progress reports, and multi-media presentations.

11. Develop a school-level integration planning/review committee, charged with facilitating integration/interactions in several schools, reviewing the results and modifying efforts based on the results.

12. Develop a school integration checklist to evaluate the extent of integration and identify the most appropriate areas to be developed.

13. Develop an administrator/staff manual on integration that can be used to foster support for integration efforts.

14. Develop a peer tutor program in which students without handicaps teach peers with disabilities.

15. Develop a Special Friends Program (or peer tutor program) that promotes social relationships between students with and without disabilities.

16. Develop an after-school social club involving integrated recreational activities.

17. Infuse information and interaction experiences into the general education curriculum.

18. Develop regular class placement opportunities, with support, for students with disabilities.

19. Develop/revise the IEP planning process to include integration/interaction goals and activities.

20. Develop opportunities for students with disabilities to participate in school-service activities already engaged in by students without handicaps.

Schools Are For All Kids
Evaluation

Location _____ Role _____ Date _____

NOTE: Circle the number that best indicates your appraisal of each item. (1 = negative response; 5 = positive response)

		No				*Positively Yes*
1.	Were the objectives of this workshop clearly communicated?	1	2	3	4	5
2.	Were the objectives appropriate (i.e., relevant and important) given the purpose of the workshop?	1	2	3	4	5
3.	Were the methods used by the discussion leaders(s) appropriate (use of visual aids, handouts, question and answer, demonstrating, etc.)? That is, did they help to communication the concepts or the intended message?	1	2	3	4	5
4.	Was there adequate individual and/or group participation in this workshop?	1	2	3	4	5
5.	Was the content of the workshop presented in a way that demonstrated how ideas could be put into practice?	1	2	3	4	5

What did you like best about this session?

_____

_____

_____

_____

What could have been improved in this session?

_____

_____

_____

_____

Section IV Bibliography

Deal, T. (1987). The culture of schools. In: Leadership: Examining the elusive. Alexandria, VA: ASCD.

Hall, G.E. (1987). The principal as leader of the change facilitation team. Paper presented at the annual meeting of AERA, Washington, D.C.

Hord, S., et al. (1987). Taking charge of change. Alexandria, VA: ASCD.

Lipsky, D.K., & Gartner, A. (1989). Building the future. In D.K. Lipsky & A. Gartner (Eds.), Beyond separate education. Baltimore: Paul H. Brookes.

Stainback, W., & Stainback, S. (1989). Common concerns regarding merger, In S. Stainback, et al. (Eds.), Educating all students in the mainstream of regular education. Baltimore: Paul H. Brookes.

Stainback, W., & Stainback, S. (1989). Practical organizational strategies. In S. Stainback, et al. (Eds.), Educating all students in the mainstream of regular education. Baltimore: Paul H. Brookes.